4th Grade ELA
Unit 1 A Becoming Researchers
Module A (Approximately 21 days)

Enduring Understandings:
- **Readers:** Use point of view in literary texts and use reasons and evidence in informational text to better understand what they read (4.RL.2.6 & 4.RI.3.8)
- **Writers:** Use evidence and events to depict a person's life (4.W.1.2).
- **Learners:** Understand that researchers and scientists adopt specific habits to accomplish tasks.

LESSON TEXT	READING INSTRUCTIONAL FOCUS	INDEPENDENT READING FOCUS	WRITING LAFS.4.W.1.2	
			Writing Instruction Focus	**Independent Writing**
Lessons 1-8 Science Squad: Porpoises in Peril ***AR: N/A***	**Lesson 1:** Refer to details and examples when explaining what a text says **(RL.1.1)** **Lesson 2:** Describe in depth a character in a story, drawing on details in the text **(RL.1.3).** **Lesson 3:** Understand the difference between first and third person narrations **(RL.2.6).** **Lessons 4 & 7:** Determine the meaning of words and phrases as they are used in text **(RL.2.4).** **Lessons 5 & 6:** Describe events in a story drawing on specific details in the text **(RL.1.3).** **Lesson 8:** Refer to details in the visuals when explaining what the text says **(RL.1.1).** Actions Transmit Experience **(RL1.3)** **FOUNDATIONAL SKILL FOCUS** **Lessons 1 - 8:** Endings: -ed, -ing, -er, -est	**Lesson 1**: TE 15 **P** Engagement and Identity **S** Comprehension **Lesson 2**: TE 25 **P** Engagement and Identity **S** Comprehension **Lesson 3**: TE 35 **P** Engagement and Identity **S** Comprehension **Lesson 4**: TE 45 **P** Engagement and Identity **S** Comprehension **Lesson 5**:TE 55 **P** Engagement and Identity **S** Critical Thinking **Lesson 6**: TE 65 **P** Independence **S** Vocabulary Knowledge **Lesson 7:** TE 75 **P** Independence **S** Comprehension **Lesson 8:** TE 85 **P** Independence **S** Comprehension	**Lesson 1:** Introduce a Topic **Lesson 2:** Establish a Purpose **Lesson 3:** Research and Write a Biography **Lesson 4:** Develop a Topic with Concrete Details **Lesson 5:** Convey Ideas and Information **Lesson 6:** Organize Event Sequences **Lesson 7:** Develop a Topic with Facts and Examples **Lesson 8:** Use Visuals to Support Writing	**Lesson 1:** Write to Support a Topic **Lesson 2:** Write a Paragraph with a Clear Purpose **Lesson 3:** Write a Short Biography **Lesson 4:** Write and Informative/Explanatory Paragraph **Lesson 5:** Write and Support a Topic Sentence **Lesson 6:** Retell Events in Correct Order **Lesson 7:** Research and Write an Essay **Lesson 8:** Create a Visual and Caption Informative/Explanatory Texts
Lessons 9-12 ***Mary Anning: The Girl Who Cracked Open***	**Lessons 9 & 11:** Refer to details and examples when explaining what a text says (**RI.1.1**) **Lesson 10:** Describe the overall structure of events in a text, ex. Chronology (**RI.2.5**). **Lesson 12:** Determine the main idea of a text and	**Lesson 9:** TE 95 **P** Engagement and Identity **S** Vocabulary Knowledge **Lesson 10:** TE 105 **P** Engagement and Identity	**Lesson 9:** Use Precise Language **Lesson 10:** Research a Topic and Take Notes **Lesson 11:** Introduce a	**Lesson 9:** Write a Paragraph Using Specific Language **Lesson 10:**Write a Summary Paragraph **Lesson 11:**Write a Paragraph

the World *AR: N/A*	explain how it is supported by details **(RI.1.2)**.	**S** Critical Thinking **Lesson 11**:TE 115 **P** Independence **S** Comprehension **Lesson 12:** TE 125 **P** Independence **S** Critical Thinking	Topic **Lesson 12:** Plan and Prewrite	to Introduce a Person **Lesson 12:**Write a Guiding Question to Guide Research
	FOUNDATIONAL SKILL FOCUS			
	Lessons 9 - 12: Base Words Endings: -er, -est Suffixes: -or, -er			
Lesson 13 ***Porpoises in Peril and Mary Anning: The Girl Who Cracked Open the World***	**Lesson 13:** Describe in depth an event in a story **(RL.1.3)**. Explain events and concepts in a text **(RI.1.3).**	**Lesson 13:** TE 135 **P** Independence **S** Comprehension	**Lesson 13:** Use Concrete Words and Phrases	**Lesson 13:** Write a Draft Using Concrete Words
	FOUNDATIONAL SKILL FOCUS			
	Lesson 13: *Suffixes: -or, -er*			
Lessons 14-15 ***Fragile Frogs"*** *from the Frog Scientist* *AR: N/A*	**Lesson 14:** Determine the main idea of a text and explain how it is supported by key details **(RI.1.2).** Refer to details and examples in a text when explaining what the text says explicitly **(RI.1.1)**. **Lesson 15:** Describe the overall structure of ideas in a text or part of a text **(RI.2.5)**. Refer to details and examples in a text when explaining what the text says explicitly **(RI.1.1)**	**Lesson 14:** TE 145 **P** Stamina **S** Vocabulary Knowledge **Lesson 15:** TE 155 **P** Stamina **S** Critical Thinking	**Lesson 14:** Organize Information **Lesson 15:** Use Linking Words and Phrases	**Lesson 14:** Organize Ideas in a Draft **Lesson 15:** Strengthen Draft with Linking Words
	FOUNDATIONAL SKILLS FOCUS			
	Lessons 14-15: Suffixes: -or, -er			
Lessons 16 - 18 Science Squad: Porpoises in Peril, Mary Anning: The Girl Who Cracked Open the World, "Fragile Frogs" from the Frog Scientist	**Lesson 16:** Refer to details and examples in a text when explaining what the text says explicitly **(RI.1.1 & RL.1.1)**. **Lesson 17:** Integrate information from text on the same or related topics **(RI.3.9)**. **Lesson 18:** Compare and contrast the treatment of similar topics **(RL.3.9).** Compare and contrast point of view **(RL.2.6)**. Refer to details and examples in a text when explaining what the text says explicitly **(RI.1.1 & RL.1.1).**	**Lesson 16:** TE 165 **P** Engagement and Identity **S** Comprehension **Lesson 17:** TE 175 **P** Engagement and Identity **S** Critical Thinking **Lesson 18:** TE 185 **P** Engagement and Identity **S** Critical Thinking	**Lesson 16:** Craft Strong Conclusions **Lesson 17:** Inform Readers **Lesson 18:** Publish and Present and Informative Paper	**Lesson 16:** Write an Engaging Conclusion **Lesson 17:** Revise, Edit, Proofread **Lesson 18:** Format and Publish Informative/Explanatory Texts
	FOUNDATIONAL SKILLS FOCUS			
	Lessons 16-18: Compound Words			

Benchmark Vocabulary	**RI.2.4 & RL.2.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology. ***Refer to teacher edition for lesson vocabulary.***
	
	L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
	    a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
	    b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
	    c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

iReady Lesson Focus	**RL.1.1** - iReady Lesson 12 Supporting Inferences About Literary Texts **RL.1.3** - iReady Lesson 7 Describing Characters in Plays iReady Lesson 8 Describing Setting & Events in Stories **RL.2.4** - iReady Lesson 17 Understanding Vocabulary in Literary Texts
Required Assessments	**Standards Mastery Form A:** RL.1.1, RL.1.3 & RL.2.4
	September District Writing Prompt **Performance-Based Assessment Task:** (TE pg. 196) Students will complete a short investigative project about a scientist or researcher who has made a difference. Conduct research, and use that information to write a biographical spotlight about your subject (4.W.1.2). ***FLDOE Rubric (Informative/Explanatory)***: http://fsassessments.org/wp-content/uploads/2014/07/InformationalRubric4-5_Final1.pdf
Optional Assessments	ReadyGEN Unit 1 Module A Assessment Standards Mastery Form B: RL.1.1, RL.1.3 & RL.2.4

Unit 1 A Becoming Researchers

Essential Questions:	
RL1.1 **DOK Level 2**	● What can you infer from what you have read so far? Use evidence from the text to support your thinking. ● What was the author's purpose in writing the text? Use evidence from the text to support your answer. ● What can you contribute after reading this passage? Explain the details from the text that led you to your conclusions. ● Why does the main character say/ think/ act the way (s)he does? Use details and examples from the text to support your answer. ● Why do you think that _____? Support your answer using details and evidence from the text. ● Where in the text does the author state that _____? ● Read these sentences from the passage _____. How does the main character feel about _____? Which sentence(s) from the text support the idea that the main character feels this way?
RL.1.3 **DOK Level 2**	● What word BEST describes the main character in the story? Use evidence from the text to support your answer. ● Describe the setting of the story using specific details from the text. ● What happens AFTER _____, but BEFORE _____?

	- What word(s) does the author use to describe setting? - How do the character's thoughts, words, or actions contribute to the sequence of events in the story? - Does the setting impact the outcome of the story? If so, then explain how so. - What words describe what the character was thinking in the story? - What were some of the major events in the story? Use specific details from the text to describe the events. - How does the dialogue in the text help you to better understand the characters and their actions? - What motivated the characters to find a solution to their problem? Use evidence to support your answer.
RL.2.4 **DOK Level 2**	- What does the word/ phrase _____ mean? What context clues help you figure out the meaning? - What does the word/ phrase _____ mean in sentence "_____"? - What strategies can you use to help you figure out a word or phrase you don't understand? - What clues on page #___ help the reader figure out the meaning of the word _____? - Why do you think the author used the mythological term _____ to describe _____? - Which pair of words from the text have almost the SAME meaning? - Which word means the opposite of _____? - What do you think the author is trying to say when (s)he uses the (figurative language: simile, metaphor, alliteration, idiom, etc…) _____? What evidence can you find in the text that can help you figure out the meaning? - Why do you think the author compares _____ with _____ in the simile/ metaphor "_____"? - What mood does the author create/ communicate by using the simile _____? - What does the idiom "_____" mean? What context clues can you find in the text that help you figure out the meaning?

4th Grade ELA
Unit 1 B Becoming Researchers
Module B (Approximately 23 days)

Enduring Understandings:
- **Readers:** Use information presented in different ways and from different sources to understand a topic (4.RI.3.9).
- **Writers:** Use organizational structure, specific word choice, and evidence when explaining a topic (4.W.1.2).
- **Learners:** Understand that multiple sources and evidence can be used to build ideas and information.

LESSON TEXT	READING INSTRUCTIONAL FOCUS	INDEPENDENT READING FOCUS	WRITING LAFS.4.W.1.2	
			Writing Instruction Focus	**Independent Writing**
Lessons 1-8 Skeletons Inside and Out *AR: N/A*	**Lesson 1:** Explain concepts in an informational text **(RI.1.3).** **Lesson 2:** Analyze text structure **(RI.2.5).** **Lesson 3:** Analyze author's word choice **(RI.2.4).** **Lesson 4:** Analyze how visuals enhance informational text **(RI.3.7).** **Lesson 5:** Analyze keywords and phrases **(RI.2.4).** **Lesson 6:** Identify key details that support main points **(RI.1.2).** **Lesson 7:** Explain scientific concepts **(RI.1.3).** **Lesson 8:** Use organizational structures to explain text **(RI.2.5).** **FOUNDATIONAL SKILL FOCUS** **Lessons 1 - 8:** Suffixes: -ist, -ive, -ness Synonyms/Antonyms	**Lesson 1**:TE 215 **P** Engagement and Identity **S** Comprehension **Lesson 2:** TE 225 **P** Engagement and Identity **S** Critical Thinking **Lesson 3**: TE 235 **P** Engagement and Identity **S** Comprehension **Lesson 4**: TE 245 **P** Engagement and Identity **S** Critical Thinking **Lesson 5**: TE 255 **P** Engagement and Identity **S** Comprehension **Lesson 6**: TE 265 **P** Independence **S** Comprehension **Lesson 7**: TE 275 **P** Independence **S** Critical Thinking **Lesson 8**: TE 285 **P** Independence **S** Comprehension	**Lesson 1:** Introduce a Topic **Lesson 2:** Establish a Purpose **Lesson 3:** Use Linking Words and Phrases **Lesson 4:** Use Visuals to Support a Topic **Lesson 5:** Research a Topic **Lesson 6:** Develop a Topic with Concrete Details **Lesson 7:** Group Related Information **Lesson 8:** Establish a Purpose	**Lesson 1:** Write an Introductory Paragraph **Lesson 2:** Write an Informative Paragraph **Lesson 3:** Use Linking Words to Compare/Contrast **Lesson 4:** Write a Summary with an Illustration **Lesson 5:** Summarize and Illustrate a Research Topic **Lesson 6:** Write a Paragraph Using Concrete Details **Lesson 7:** Group Related Information in a Paragraph **Lesson 8:** Create an Infographic

Lessons 9-11 *Movers and Shapers* *AR: N/A*	**Lesson 9** : Use text structure to determine main ideas **(RI.2.5).** **Lesson 10**: Explain how authors use evidence **(RI.3.8).** **Lesson 11**: Analyze specific word choice **(RI.2.4).** **FOUNDATIONAL SKILL FOCUS** **Lessons 9 - 11:** Synonyms/Antonyms Prefixes: un-, in-	**Lesson 9**: TE 295 **P** Engagement and Identity **S** Critical Thinking **Lesson 10**: TE 305 **P** Engagement and Identity **S** Comprehension **Lesson 11**: TE 315 **P** Independence **S** Critical Thinking	**Lesson 9:** Use Precise Language **Lesson 10:** Group Related Information **Lesson 11:** Use Domain Specific Vocabulary	**Lesson 9:** Research and Write Using Precise Language **Lesson 10:**Group Related Information in a Paragraph **Lesson 11:**Use Vivid, Specific Language
Lesson 12 *Skeletons Inside and Out* and *Movers and Shapers*	**Lesson 12:** Explain scientific concepts **(RI.1.3).** **FOUNDATIONAL SKILL FOCUS** **Lesson 12:** Prefixes: un-, in-	**Lesson 12**: TE 325 **P** Independence **S** Critical Thinking	**Lesson 12:** Plan and Prewrite	**Lesson 12:** Plan and Prewrite for an Informative Text
Lessons 13 - 15 *"King of the Parking Lot"* *AR: N/A*	**Lesson 13**: Explain how an author builds evidence **(RI.3.8).** **Lesson 14:** Summarize main ideas and key details **(RI.1.2).** **Lesson 15**: Analyze text structure **(RI.2.5).** **FOUNDATIONAL SKILLS FOCUS** *Lessons 13-15:* Prefixes: un-, in-	**Lesson 13**: TE 335 **P** Independence **S** Critical Thinking **Lesson 14**: TE 345 **P** Stamina **S** Fluency **Lesson 15**: TE 355 **P** Stamina **S** Vocabulary Knowledge	**Lesson 13:** Introduce a Topic Clearly **Lesson 14:** Use Visuals to Support a Topic **Lesson 15:** Use Clear Organization	**Lesson 13:** Write an Introduction **Lesson 14:** Add an Infographic **Lesson 15:**Revise by Reviewing Organization
Lesson 16 *Skeletons Inside and Out* and	**Lesson 16:** Analyze word choice **(RI.2.4).**	**Lesson 16**: TE 365 **P** Engagement and Identity **S** Critical Thinking	**Lesson 16:** Edit and Proofread	**Lesson 16:** Edit and Proofread Informative Text

"King of the Parking Lot"	**FOUNDATIONAL SKILLS FOCUS** *Lesson 16:* Words from Foreign Languages			
Lessons 17 - 18 *Skeletons Inside and Out, "King of the Parking Lot," and Movers and Shapers*	**Lesson 17**: Make connections across texts **(RI.3.9).** **Lesson 18:** Make connections across texts **(RI.3.9).** **FOUNDATIONAL SKILLS FOCUS** **Lessons 17 - 18:** Words from Foreign Languages	**Lesson 17**: TE 375 **P** Engagement and Identity **S** Comprehension **Lesson 18:** TE 385 **P** Engagement and Identity **S** Critical Thinking	**Lesson 17:**Publish and Present **Lesson 18:** Develop a Conclusion	**Lesson 17:** Publish Informative Text **Lesson 18:** Write a Strong Conclusion

Benchmark Vocabulary	**RI.2.4 & RL.2.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology. ***Refer to teacher edition for lesson vocabulary.***
	
	L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
	    a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
	    b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
	    c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.			

iReady Lesson Focus	**RI.1.3** - iReady Lesson 2 Understanding Historical Texts
	         iReady Lesson 3 Understanding Technical Texts
	         iReady Lesson 4 Understanding Scientific Texts
	RI.2.4 - iReady Lesson 13 Unfamiliar Words
	RI.3.7 - iReady Lesson 22 Interpreting Visual Information			

Required Assessments	**Standards Mastery Form A: RI.1.3, RI.2.4 & RI.3.7** **Performance-Based Assessment Task:** (TE pg. 392) Students will conduct a short investigative project on an animal of their choice and create an infographic that indicates the key features of the animal. Then they will write a supporting introduction and conclusion telling more about the animal **(4.W.1.2)**. ***FLDOE Rubric (Informative/Explanatory)***: http://fsassessments.org/wp-content/uploads/2014/07/InformationalRubric4-5_Final1.pdf			
Optional Assessments	ReadyGEN Unit 1 Module B Assessment Standards Mastery Form B: RI.1.3, RI.2.4 & RI.3.7			

Unit 1 B Becoming Researchers

Essential Questions:	
RI.1.3 **DOK Level 3**	● Based on the text, explain what happened when _____ and why it happened. ● Explain the historical event described in the text. Use sequence, time, or cause and effect words to explain what happened. ● Name a couple of scientific ideas from the text. Explain what happened and why it happened based on the information given in the text. ● Name the steps in a procedure from the text. Use sequence or time words to explain how they are connected. ● Create a timeline of the important historical events mentioned in the text. ● Why is this historical event important to history? Support your answer using details from the text. ● Why is this scientific idea/ concept important? Support your answer using details from the text.
RI.2.4 **DOK Level 2**	● What does the word/ phrase _____ mean? What context clues can you find in the text to help you figure out the meaning? ● What do you think the author is trying to say when (s)he uses the phrase _____? What evidence can you find in the text that can help you figure out the meaning? ● What tools or strategies can you use to figure out the meaning of the word _____? ● What does the word _____ mean in the sentence "_____"? ● Where else in the text can you look to help yourself figure out what the word _____ means? ● In the word _____, are there any parts of the word that you already know? How can you use that information to help you figure out the meaning of the word? ● What context clue does the author provide that can be used to figure out the meaning of the word _____?
RI.3.7 **DOK Level 3**	● How do diagrams/ charts, graphs/ timelines/ animations/ or interactive elements on a Web page help you understand what the text is about? Use evidence from the text to support your answer. ● What information can you determine from the diagrams/ charts/ graphs/ timelines/ animations/ or interactive elements on a Web page? ● Was there a legend that helped you figure out the meaning of a chart, graph, timeline, etc…? If so, explain which one and how it helped you. ● How do the diagrams/ charts/ graphs/ timelines/ animations/ or interactive elements on a Web page relate to the text? ● What key information can the reader gather from the diagrams/ charts/ graphs/ timelines/ animations/ or interactive elements on a Web page that accompany the text? ● Did the diagrams/ charts/ graphs/ timelines/ animations/ or interactive elements help you understand the author's meaning? If so, then how? Use details from the text to support your answer. ● Why does the author include the diagrams/ charts/ graphs/ timelines on page ___ in the text?

4th Grade ELA
Unit 2 Interactions in Nature and Culture
Module A (Approximately 20 days)

Enduring Understandings:
- **Readers:** Understand that themes in literary texts can be interpreted from dialogue and descriptions (4.RL.1.2 & 4.RL.1.3).
- **Writers:** Due to ReadyGEN containing narrative writing, please utilize the Writing to Texts resource to practice both informative and opinion writing.
- **Learners:** Understand that cultures interact with and interpret nature in different ways.

LESSON TEXT	READING INSTRUCTIONAL FOCUS	INDEPENDENT READING FOCUS	WRITING Writing to Texts Resource	
			LAFS.4.W.1.1, LAFS.4.W.1.2 **Opinion Informative/Explanatory**	
Lessons 1-4 *Why the Sea is Salty* *AR: N/A*	**Lesson 1:** Describe in depth a setting in a story, drawing on specific details in the text **(RL.1.3)**. **Lesson 2:** Refer to details in a text when explaining what the text says explicitly **(RL.1.1)**. **Lesson 3:** Compare and contrast the point of view from which different stories are narrated **(RL.2.6)**. **Lesson 4:** Determine a theme of a story from details in a text **(RL.1.2)**. **FOUNDATIONAL SKILL FOCUS** **Lessons 1 - 4:** Prefixes: dis-, re-, non-	**Lesson 1**:TE 15 **P** Independence **S** Comprehension **Lesson 2**: TE 25 **P** Independence **S** Comprehension **Lesson 3**: TE 35 **P** Independence **S** Critical Thinking **Lesson 4**: TE 45 **P** Engagement and Identity **S** Comprehension	**Lesson 2:** TE pg. 12 Writing an Opinion Piece to Multiple Texts **Text 1:** "Orangutans" **Text 2:** "Chimpanzees" *Use opinion prompt on pg. 17 **Lesson 16:** TE pg. 100 Texts with Prompts - Opinion **Text 1:** "Why We Should Not Have School Uniforms" **Text 2:** "Why We Should Have School Uniforms"	**Lesson 4:** TE pg. 26 Writing an Informative/Explanatory Piece to Multiple Texts **Text 1:** "The Mighty Oak Tree" **Text 2:** "The Beautiful Birch Tree" *Use informative prompt on pg. 31 **Lesson 17:** TE pg. 104 Texts with Prompts - Informative/Explanatory
Lessons 5 - 8 *How the Stars Fell into the Sky* *AR Quiz #: 106583* *BL: 4.3*	**Lesson 5, 6, 7**: Describe in depth events and characters in a story **(RL.1.3)**. **Lesson 8**: Determine a theme of a story **(RL.1.2)**. **FOUNDATIONAL SKILL FOCUS** **Lessons 5 - 8:** Prefixes: dis-, re-, non- Compound Words	**Lesson 5:** TE 55 **P** Engagement and Identity **S** Vocabulary Knowledge **Lesson 6:** TE 65 **P** Engagement and Identity **S** Comprehension **Lesson 7:** TE 75 **P** Stamina **S** Comprehension **Lesson 8:** TE 85 **P** Stamina	*Use opinion prompt on pg. 103 **Lesson 18:** TE pg. 108 Texts with Prompts - Opinion **Text 1:** "The Beautiful Emerald Isle" **Text 2:** ""Interview with Lindy Hall" *Use opinion prompt on pg. 111	**Text 1:** "Our Unusual Earth" **Text 2:** "Our Neighbor Mars" *Use informative prompt on pg. 107 **Lesson 20:** TE pg. 116 Texts with Prompts - Informative/Explanatory **Text 1:** "Zoo Grand Opening"

Pts: 0.5		**S** Critical Thinking		**Text 2:** "July 1, 1974: Journal Entry, Sarah Parker" *Use informative prompt on pg. 119
Lessons 9 - 12 *"Pecos Bill"* *AR Quiz #: 70185* *BL: 6.1* *Pts: 3.0*	**Lesson 9:** Determine a theme of a story **(RL.1.2).** **Lesson 10:** Describe in depth a character drawing of specific details in the text **(RL.1.3).** **Lesson 11:** Demonstrate understanding of figurative language **(RL.2.4).** **Lesson 12:** Describe in depth a character drawing of specific details in the text **(RL.1.3).**	**Lesson 9:** TE 95 **P** Stamina **S** Comprehension **Lesson 10:** TE 105 **P** Independence **S** Critical Thinking **Lesson 11:** TE 115 **P** Independence **S** Fluency **Lesson 12:** TE 125 **P** Independence **S** Comprehension		
	FOUNDATIONAL SKILL FOCUS			
	Lessons 9 - 12: *Compound Words* *Suffixes: -ly*			
Lessons 13 - 16 *"John Henry"* *AR Quiz #: 70185* *BL: 6.1* *Pts: 3.0*	**Lesson 13**: Refer to details in a text when explaining what the text says explicitly **(RL.1.1).** **Lesson 14:** Determine the motivations of characters in literature **(RL.1.3).** **Lesson 15**: Describe in depth key events in a story **(RL.1.3).** **Lesson 16**: Describe in depth a character drawing of specific details in the text **(RL.1.3).**	**Lesson 13:** TE 135 **P** Engagement and Identity **S** Comprehension **Lesson 14:** TE 145 **P** Engagement and Identity **S** Comprehension **Lesson 15:** TE 155 **P** Engagement and Identity **S** Critical Thinking **Lesson 16:** TE 165 **P** Stamina **S** Comprehension		
	FOUNDATIONAL SKILLS FOCUS			
	Lessons 13-16: Suffixes: -ly Unknown Words			
Lessons 17 - 18 *Why the Sea is Salty, How the Stars Fell into the Sky,* *"Pecos Bill,"*	**Lesson 17:** Compare the treatment of similar themes in stories from different cultures **(RL.3.9).** **Lesson 18:** Analyze word choice in literature **(RL.2.4).**	**Lesson 17:** TE 175 **P** Stamina **S** Comprehension **Lesson 18:** TE 185 **P** Stamina **S** Critical Thinking		
	FOUNDATIONAL SKILLS FOCUS			
	Lessons 17 - 18:			

and "John Henry"	Unknown Words			

Benchmark Vocabulary	**RI.2.4 & RL.2.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology. ***Refer to teacher edition for lesson vocabulary.***
	
	L.3.5 Demonstrate understanding of word relationships, and nuances in word meanings.
	    a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
	    b. Recognize and explain the meaning of common idioms, adages, and proverbs.
	    c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).			

iReady Lesson Focus	**RL.1.2** - iReady Lesson 9 Determining the Theme of a Story
	              iReady Lesson 10 Determining the Theme of a Poem
	              iReady Lesson 11 Summarizing Literary Texts
	RL.2.5 - iReady Lesson 19 Elements of Poetry
	              iReady Lesson 20 Elements of Plays
	              iReady Lesson 21 Comparing Poems, Plays, and Prose
	4.L.3.5 - iReady Lesson 19 Similes & Metaphors			

Required Assessments	**Standards Mastery Form A:** RL.1.2 & RL.2.5			
	Performance-Based Assessment **Task:** <mark>***Use Writing to Texts Resource**</mark> **Lesson 19:** TE pg. 112 Texts with Prompts - Opinion **Text 1:** "We Should Build a Skatepark" **Text 2:** ""We Should Not Build a Skatepark" <mark>**Use opinion prompt on pg. 115**</mark> ***FLDOE Rubric (Informative/Explanatory)***: http://fsassessments.org/wp-content/uploads/2014/07/InformationalRubric4-5_Final1.pdf ***FLDOE Rubric (Opinion)***: http://fsassessments.org/wp-content/uploads/2014/07/OpinionlRubric4-5_Final1.pdf			
Optional Assessments	ReadyGEN Unit 2 Module A Assessment Standards Mastery Form B: RL.1.2 & RL.2.5			

Essential Questions:	
RL.1.2 **DOK Level 3**	● What is the theme of the story/ drama/ poem? How is it conveyed through the details in the text? ● Does the story have any universal themes such as person vs. nature, love and friendship, a great journey, coming of age, good vs. evil, etc…? If so, which theme is present? Support your answer using text evidence.

	● How is the central message conveyed throughout the story? Use details from the text to support your answer. ● Using one or two sentences, summarize the story/ drama/ poem. Remember to include the important details from the text. ● How do actions taken by the characters help the reader better determine the theme? Support your answer with evidence from the text. ● How does the author help the reader better understand the lesson to be learned? ● What text evidence from the story BEST shows the author's message?
RL.2.5 **DOK Level 3**	● Describe the rhyming pattern in the poem. Support your answer with clear text evidence. ● Find an example of how the author uses rhythm in this poem. ● Look at stanzas # ___. What is SIMILAR about all of these stanzas? ● What mood does the author create by using the phrase "_____"? Support your answer with clear text evidence from the passage. ● How does the personification of the _____, help the reader understand what is going on in the text? Support your answer with details from the text. ● Explain some differences between the poem _____ and the drama _____. Remember to refer to the structural elements of each and to support your answer using evidence from the text. ● Identify an example of verse/ rhythm/ meter in the poem _____.

4th Grade ELA
Unit 2 Interactions in Nature and Culture
Module B (Approximately 23 days)

Enduring Understandings:
- **Readers:** Understand the importance of supporting opinions about various texts.
- **Writers:** Will use text-based evidence to state and support opinions (4.W.1.1).
- **Learners:** Will understand how interactions among communities affect cultures and people.

LESSON TEXT	READING INSTRUCTIONAL FOCUS	INDEPENDENT READING FOCUS	WRITING LAFS.4.W.1.1	
			Writing Instruction Focus	**Independent Writing**
Lessons 1 - 6 *The Longest Night'* AR: N/A	**Lesson 1:** Refer to details and examples in a text when describing and forming ideas about a character, setting, or event in a story (**RL.1.3**). **Lesson 2, 3, 4:** Refer to details in a text when explaining what the text says and when drawing inferences from the text (**RL.1.1**). **Lesson 5:** Identify key ideas and details in a story (**RL.1.2**). **Lesson 6:** Describe events in a story (**RL.1.3**). **FOUNDATIONAL SKILL FOCUS** **Lessons 1 - 6:** *Words from Latin* Greek Roots	**Lesson 1:**TE 15 **P** Independence **S** Comprehension **Lesson 2:** TE 25 **P** Independence **S** Comprehension **Lesson 3:** TE 35 **P** Independence **S** Critical Thinking **Lesson 4:** TE 45 **P** Engagement and Identity **S** Comprehension **Lesson 5:** TE 55 **P** Engagement and Identity **S** Vocabulary Knowledge **Lesson 6:** TE 65 **P** Engagement and Identity **S** Comprehension	**Lesson 1:** Form, State, and Support an Opinion **Lesson 2:** Include Text Evidence **Lesson 3:** Organize and Group Related Ideas **Lesson 4:** Provide Well-Supported Reasons **Lesson 5:** Quote Accurately from Text **Lesson 6:** Determine Valid Evidence	**Lesson 1:** Support an Opinion with Evidence **Lesson 2:** Write an Opinion Paragraph **Lesson 3:** Group Related Ideas in Paragraphs **Lesson 4:** State and Support Reasons **Lesson 5:** Paraphrase and Quote Accurately from Text **Lesson 6:** Determine Valid Evidence to Support an Opinion
Lessons 7 - 8 *"Northwest Coast Peoples"* AR: N/A	**Lesson 7**: Analyze main ideas and key details (**RI.1.2**). **Lesson 8**: Explain events in a historical text (**RI.1.3**). **FOUNDATIONAL SKILL FOCUS** **Lessons 7 - 8:** *Related Words*	**Lesson 7:** TE 75 **P** Stamina **S** Comprehension **Lesson 8:** TE 85 **P** Stamina **S** Critical Thinking	**Lesson 7:** Use Evidence from the Text **Lesson 8:** Create a Plan	**Lesson 7:** Write an Opinion About a Visual **Lesson 8:** Plan and Prewrite for an Opinion Piece

Lesson 9 *The Longest Night and "Northwest Coast Peoples"*	**Lesson 9:** Integrate information from two texts on the same topic **(RI.3.9).**	**Lesson 9:** TE 95 **P** Stamina **S** Comprehension	**Lesson 9:** Use Linking Words and Phrases	**Lesson 9:** Write to State and Support an Opinion
	FOUNDATIONAL SKILL FOCUS			
	Lesson 9: *Related Words*			
Lessons 10 - 15 *Three Native Nations: Of the Woodlands, Plains, and Desert*	**Lesson 10**: Refer to details in a text when explaining what the text says explicitly **(RL.1.1).** **Lesson 11:** Describe the structure of events in a text **(RI.2.5).** **Lesson 12**: Determine the main idea and supporting details of a text; summarize the text **(RI.1.2).** **Lesson 13**: Explain events based on information in the text **(RI.1.3).** **Lesson 14, 15**: Determine the main idea and supporting details of a text; summarize the text (**RI.1.2).**	**Lesson 10:** TE 105 **P** Independence **S** Critical Thinking **Lesson 11:** TE 115 **P** Independence **S** Fluency **Lesson 12:** TE 125 **P** Independence **S** Comprehension **Lesson 13:** TE 135 **P** Engagement and Identity **S** Comprehension **Lesson 14:** TE 145 **P** Engagement and Identity **S** Comprehension **Lesson 15:** TE 155 **P** Engagement and Identity **S** Critical Thinking	**Lesson 10:** Summarize **Lesson 11:** Use Facts and Details to Support an Opinion **Lesson 12:** Create a Plan **Lesson 13:** Introduce a Topic Clearly **Lesson 14:** Use Evidence from the Text **Lesson 15:** Use Linking Words to Connect Reasons and Opinions	**Lesson 10:** Write a Summary that Includes an Opinion **Lesson 11:** State and Support an Opinion **Lesson 12:** Plan and Prewrite **Lesson 13:** Write an Introductory Paragraph **Lesson 14:** Write an Opinion Paragraph About a Visual **Lesson 15:** Organize by Grouping Related Information
	FOUNDATIONAL SKILLS FOCUS			
	Lessons 10-15: *Related Words* *Latin Roots: struct, scrib, scrip*			
Lesson 16 *The Longest Night and Three Native Nations: Of the Woodlands, Plains, and Desert*	**Lesson 16:** Refer to details in a text when explaining what the text says **(RL.1.1 & RI.1.1).**	**Lesson 16:** TE 165 **P** Stamina **S** Comprehension	**Lesson 16:** Develop a Conclusion	**Lesson 16:** Write a Concluding Paragraph
	FOUNDATIONAL SKILLS FOCUS			
	Lesson 16: *Related Words*			

Lessons 17-18 *The Longest Night, "Northwest Coast Peoples," and Three Native Nations: Of the Woodlands, Plains, and Desert*	**Lesson 17:** Compare and contrast the treatment of similar topics **(RL.3.9).** **Lesson 18:** Integrate information from two texts on the same topic in order to speak or write about the subject knowledgeably **(RI.3.9).**	**Lesson 17:** TE 175 **P** Stamina **S** Comprehension **Lesson 18:** TE 185 **P** Stamina **S** Critical Thinking	**Lesson 17:** Improve Your Writing **Lesson 18:** Publish Your Writing	**Lesson 17:** Edit and Proofread to Strengthen Writing **Lesson 18:** Publish and Present Opinion Writing
	FOUNDATIONAL SKILLS FOCUS **Lessons 17-18:** *Related Words*			

Benchmark Vocabulary	**RI.2.4 & RL.2.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology. ***Refer to teacher edition for lesson vocabulary.***
	
	 L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
	     a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
	     b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
	     c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

iReady Lesson Focus	**RI.1.1** - iReady Lesson 6 Supporting Inferences About Texts
	 RI.1.2 - iReady Lesson 1 Finding Main Idea and Details
	            iReady Lesson 5 Summarizing Informational Text
	 RI.2.5 - iReady Lesson 14 Text Structures, Part 1: Cause/Effect and Compare/ Contrast
	            iReady lesson 15 Text Structures, Part 2: Chronology and Problem/ Solution

Required Assessments	**Standards Mastery Form A:** RI.1.1 & RI.1.2 & RI.2.5
	Performance-Based Assessment **Task:** (TE pg. 392) Students will think about the various Native American cultures they read about. They will then write an opinion essay explaining in which group they would have liked to grow up **(4.W.1.1)**. *FLDOE Rubric (Opinion)*: http://fsassessments.org/wp-content/uploads/2014/07/OpinionlRubric4-5_Final1.pdf
Optional Assessments	ReadyGEN Unit 2 Module B Assessment Standards Mastery Form B: RI.1.1, RI.1.2 & RI.2.5

Essential Questions:	
RI.1.1 DOK Level 2	● What inference can you make after reading paragraph(s) ____? ● What details in the text might lead the reader to the conclusion that _____? ● What does the author mean when (s)he states that _____? Give specific examples from the text to support your thinking. ● What do you think the author's purpose was in writing this passage? Support your thinking with text evidence. ● Who or what is the text about? Support your answer with text evidence. ● Where in the text does the author say that _____? Point to the evidence that supports your answer. ● What conclusion(s) can you make from the text? Use evidence to support your answer.
RI.1.2 DOK Level 2	● What text evidence BEST explains the MAIN idea of paragraph # ___? ● In a sentence, explain what the text is MAINLY about. ● Explain how the main idea _____ is supported by key details in the text. Use evidence to support your answer. ● How would you summarize what you learned from the text? ● Which evidence from the text supports the idea that _____? ● Which details from the article are most important? Provide evidence from the text that supports your thinkig. ● Which sentence from the article tells the author's MAIN message?
RI.2.5 DOK Level 3	● How did the author organize the information in the text (compare/contrast, cause/effect, problem/solution, or sequential order)? Why do you think (s)he chose to do that? Use evidence from the text to support your answer. ● How does the author organize the section in the text titled, "_____"? ● How is the section titled "_____" different from the section titled "_____"? Use evidence to support your answer. ● Which event led to _____? Use evidence from the text to support your answer. ● What events happened after _____? Use text evidence to support your answer. ● What problem(s) can be found in the section titled "_____"? Support your answer using evidence from the text? ● Can you find sections in the text that are organized differently? If so, how did the author organize the information in the different sections? Why do you think the author chose to do that? ● What are some of the causes of _____? Support your answer using evidence from the text. ● Do you think the text structure the author chose was effective in helping him convey his/her message? Explain your thinking using evidence from the text. ● How does the author organize paragraph # ___ on page ___? ● The article discusses the idea/ concept/ event/ topic of _____. Do you believe the author was effective in persuading/ presenting/ explaining his/ her overall message? Support your answer using text evidence.

4th Grade ELA
Unit 3 Exploring Impact and Effect
Module A (Approximately 21 days)

Enduring Understandings:
- **Readers:** Understand that different types of texts can be used to analyze similar topics and ideas (4.RI.3.9 & 4.RL.3.9).
- **Writers:** Understand that evidence can be drawn from both literary and informational texts to state and support opinions about a topic (4.W.1.1).
- **Learners:** Understand that science is a newer method of explaining natural phenomena.

LESSON TEXT	READING INSTRUCTIONAL FOCUS	INDEPENDENT READING FOCUS	WRITING LAFS 4.W.1.1	
			Writing Instruction Focus	**Independent Writing**
Lesson 1-6 *Earthquakes* *AR Quiz # 61640* *BL: 6.5* *Pts: 0.5*	**Lesson 1:** Refer to details and examples in a text when explaining what a text says **(RI.1.1).** **Lesson 2:** Explain how visuals deepen the understanding of the text **(RI.3.7).** **Lesson 3:** Explain events in a text, using facts and details from the text **(RI.1.3).** **Lesson 4:** Explain concepts in a scientific text, based on information in the text **(RI.1.3).** **Lesson 5:** Refer to details and examples in a text when explaining what a text says **(RI.1.1).** **Lesson 6:** Read and comprehend informational texts **(RI.3.10).** **FOUNDATIONAL SKILLS FOCUS** **Lessons 1-5:** Multiple Meaning Words **Lesson 6:** Suffixes: -ian, -ist, -ism	**Lesson 1**: TE 15 **P** Independence **S** Comprehension **Lesson 2**: TE 25 **P** Independence **S** Critical Thinking **Lesson 3**: TE 35 **P** Independence **S** Critical Thinking **Lesson 4**: TE 45 **P** Engagement and Identity **S** Critical Thinking **Lesson 5**:TE 55 **P** Engagement and Identity **S** Comprehension **Lesson 6:** TE 65 **P** Engagement and Identity **S** Comprehension	**Lesson 1:** Features of Opinion Writing **Lesson 2:** Use Visuals to Support an Opinion **Lesson 3:** Produce Clear Opinions **Lesson 4:** Group Related Ideas **Lesson 5:** Introduce a Topic **Lesson 6:** Develop the Topic to Support an Opinion	**Lesson 1:** State and Support an Opinion **Lesson 2:** Write an Opinion Paragraph **Lesson 3:** Use Facts and Details to Support an Opinion **Lesson 4:** Write an Opinion Paragraph About Comparisons **Lesson 5:** Write an Introductory Paragraph **Lesson 6:** Support an Opinion with Facts and Details
Lesson 7-12 *Quake!* *AR: N/A*	**Lesson 7**: Refer to details in a text when making inferences about the text **(RI.1.1).** **Lesson 8**: Demonstrate understanding of figurative language **(L.4.5).** **Lesson 9**:	**Lesson 7:** TE 75 **P** Stamina **S** Comprehension **Lesson 8:** TE 85 **P** Stamina **S** Critical Thinking	**Lesson 7:** Use Valid Evidence **Lesson 8:** Analyze Evidence **Lesson 9:** Use Text Evidence **Lesson 10:** Analyze Sensory	**Lesson 7:** Support an Opinion with Valid Evidence **Lesson 8:** Write an Opinion Paragraph About a Simile

	Describe in depth a character, setting, or event in a story **(RL.1.3)**. **Lesson 10**: Refer to details in a text when making inferences about the text **(RL.1.1)**. **Lesson 11, 12**: Describe in depth a character, setting, or event in a story **(RL.1.3)**. **FOUNDATIONAL SKILLS FOCUS** **Lessons 7-10:** Suffixes: -ian, -ist, -ism **Lessons 11-12:** Latin Roots: aqua, dict	**Lesson 9:** TE 95 **P** Stamina **S** Comprehension **Lesson 10:** TE 105 **P** Independence **S** Comprehension **Lesson 11**:TE 115 **P** Independence **S** Critical Thinking **Lesson 12:** TE 125 **P** Independence **S** Comprehension	Details **Lesson 11:** Use Text Evidence to Support an Opinion **Lesson 12:** Writing Process: Plan and Prewrite	**Lesson 9:** Use Text Evidence to Support an Opinion **Lesson 10:** Write an Opinion About a Description **Lesson 11:** Support an Opinion with Text Evidence **Lesson 12:** Plan an Opinion Piece that Compares and Contrasts
Lesson 13 ***Earthquakes*** and ***Quake!***	**Lesson 13:** Compare key ideas and details in two texts **(RI.3.9 & RL.3.9)**. **FOUNDATIONAL SKILLS FOCUS** **Lesson 13:** Latin Roots: aqua, dict	**Lesson 13:** TE 135 **P** Engagement and Identity **S** Vocabulary Knowledge	**Lesson 13:** Writing Process: Write a Draft	**Lesson 13:** Write a Draft of an Opinion Piece
Lessons 14-15 *"Earthshaker's Bad Day"* & *"The Monster Beneath the Sea"* *AR: N/A*	**Lesson 14**: Determine the meanings of words and phrases as they are used in text **(RL.2.4)**. **Lesson 15:** Describe in depth a character, setting, or event in a story **(RL.1.3)**. **FOUNDATIONAL SKILLS FOCUS** **Lessons 14-15:** Latin Roots: aqua, dict	**Lesson 14:** TE 145 **P** Engagement and Identity **S** Critical Thinking **Lesson 15:** TE 155 **P** Engagement and Identity **S** Critical Thinking	**Lesson 14:** Writing Process: Write a Conclusion **Lesson 15:** Writing Process: Strengthen a Conclusion	**Lesson 14:** Write a Closing Paragraph **Lesson 15:** Revise a Closing Paragraph
Lesson 16 *Earthquakes,* *"Earthshaker's Bad Day"* & *"The Monster Beneath the Sea"*	**Lesson 16:** Summarize the text **(RL.1.2 & RI.1.2)**. **FOUNDATIONAL SKILLS FOCUS** **Lesson 16:** Prefixes: im-, in-	**Lesson 16:** TE 165 **P** Stamina **S** Critical Thinking	**Lesson 16:** Writing Process: Develop the Topic	**Lesson 16:** Revise a Draft Using Linking Words

Lessons 17-18 *Earthquakes, Quake!, "Earthshaker's Bad Day" and "The Monster Beneath the Sea"*	**Lesson 17:** Compare and contrast the treatment of similar topics **(RL.3.9).** **Lesson 18:** Integrate information from two texts on the same topic in order to speak or write about the subject knowledgeably **(RI.3.9).**	**Lesson 17:** TE 175 **P** Stamina **S** Comprehension **Lesson 18:** TE 185 **P** Stamina **S** Critical Thinking	**Lesson 17:** Writing Process: Edit and Proofread **Lesson 18:** Writing Process: Publish and Present	**Lesson 17:** Edit and Proofread an Opinion Piece **Lesson 18:** Publish and Present an Opinion Piece
	FOUNDATIONAL SKILLS FOCUS			
	Lessons 17-18: Prefixes: im-, in-			

Benchmark Vocabulary	**RI.2.4 & RL.2.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology. ***Refer to teacher edition for lesson vocabulary.***
	
	L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
	   a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
	   b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
	   c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
	
	L.3.5 Demonstrate understanding of word relationships, and nuances in word meanings.
	   a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
	   b. Recognize and explain the meaning of common idioms, adages, and proverbs.
	   c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

iReady Lesson Focus	**RI.2.6** - iReady Lesson 16 Comparing Accounts of the Same Topic
	RL.2.6 - iReady Lesson 18 Comparing Points of View
	RL.3.7 - iReady Lesson 25 Comparing Topics and Themes in Stories
	L.3.4 - iReady Lesson 16 Using Context Clues
	       iReady Lesson 17 Greek and Latin Word Parts
	       iReady Lesson 18 Using a Dictionary and Glossary
	L.3.5 - iReady Lesson 20 Idioms

Required Assessments	**Standards Mastery Form A:** RI.2.6, RL.2.6, RL.3.7 & L.3.4
	January District Writing Prompt **PERFORMANCE-BASED ASSESSMENT** **Task:** (TE pg. 192) Students will analyze two of the texts they have read in this module - Earthquakes and Quake! - and state and support an

	opinion about which text more effectively portrays the impact of earthquakes on human beings **(4.W.1.1)**. *FLDOE Rubric (Opinion)*: http://fsassessments.org/wp-content/uploads/2014/07/OpinionlRubric4-5_Final1.pdf
Optional Assessments	ReadyGEN Unit 3 Module A Assessment i-Ready Standard Mastery Form A & B: L1.1 (Conventions) Standards Mastery Form B: RI.2.6, RL.2.6, RL.3.7 & L.3.4

Essential Questions:	
RI.2.6 DOK Level 3	● What is the difference between a firsthand and a secondhand account? ● Is the text titled _____ a firsthand or secondhand account? What makes you think so? Use evidence from the text to support your answer. ● What are some similarities and differences in the information that was provided between the two accounts given? Why do you think some information is different? Support your answer with the text. ● Why do you think the authors describe the same topic or events differently? ● Was the person that is providing the information in the text present at the time of the event? How do you know? ● Do you think that the people in the text are looking at the event/ topic in the same way? Why might their focuses be different? Explain your thinking.
RL.2.6 DOK Level 3	● Who is telling the story? Who is the narrator/ speaker of the passage? ● Read this sentence from the passage "_____". What does it tell you about the narrator's point of view? Support your answer with clear text evidence. ● Is the story written in first person? How do you know? What word(s) give you clues? ● How is the narrator's perspective different in the stories _____ and _____? ● What similarities are there in the perspective from which the stories _____ and _____ are being told? ● How does the narrator's point of view influence the actions in the story? ● How would the story be different if it were written from _____'s point of view? Use details to support your answer. ● What evidence from the text supports the speaker's opinion that _____? ● Use clear text evidence to explain how the speaker feels about _____. ● How is telling the story from _____'s point of view effective? Use examples from the story to support your answer.
RL.3.7 DOK Level 2	● What are some similarities between the text of a story/ drama and the visual presentation (picture, drawing, video)? Support your answer using details. ● What are some differences between the text of a story/ drama and the visual presentation (picture, drawing, video)? Support your answer using details. ● What are some similarities between the text of a story/ drama and an oral presentation (speech, recording)? Support your answer using details. ● How does visual presentation (picture, drawing, video, drama) of the text show what the author is saying in the passage? Use evidence to support your answer. ● What details are different between the spoken version of the story and the written version?

4th Grade ELA
Unit 4 Creating Innovative Solutions
Module A (Approximately 22 days)

Enduring Understandings:
- **Readers**: Understand the elements of narrative texts and how to use them to determine the theme of a story (RL.1.3 & RL.1.2).
- **Writers:** Understand that they can draw evidence from literary text to analyze and reflect on story elements (4.W.1.3).
- **Learners:** Understand that collaboration often leads to creative solutions.

LESSON TEXT	READING INSTRUCTIONAL FOCUS	INDEPENDENT READING FOCUS	WRITING LAFS 4.W.1.3	
			Writing Instruction Focus	**Independent Writing**
Lesson 1-9 *Lunch Money* *AR Quiz # 88626* *BL: 5.2* *Pts: 6.0*	**Lesson 1:** Draw on specific details in a text to describe story elements **(RL.1.3)**. **Lesson 2:** Draw on specific details in a text to describe characters and events in a story **(RL.1.3)**. **Lesson 3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text **(RL.1.3)**. **Lesson 4:** Refer to details and examples in a text when drawing inferences from a text **(RL.1.1)**. **Lesson 5:** Refer to details and examples in a text when drawing inferences from a text **(RL.1.1)**. Summarize the text **(RL.1.2)**. **Lesson 6:** Examine and refer to descriptive details in a text when explaining what the text says explicitly and when drawing inferences from the text **(RL.1.1)**. **Lesson 7:** Describe the characters in depth, drawing on specific details in the text **(RL.1.3)**. **Lesson 8:** Determine the meaning of words and phrases in a text **(RL.2.4)**. **Lesson 9:** Determine a theme of a story **(RL.1.2)**.	**Lesson 1:** TE 15 **P:** Independence **S:** Fluency **Lesson 2:** TE 25 **P:** Independence **S:** Comprehension **Lesson 3:** TE 35 **P:** Independence **S:** Comprehension **Lesson 4:** TE 45 **P:** Independence **S:** Critical Thinking **Lesson 5:** TE 55 **P:** Engagement and Identity **S:** Comprehension **Lesson 6:** TE 65 **P:** Stamina **S:** Vocabulary Knowledge **Lesson 7:** TE 75 **P:** Stamina **S:** Critical Thinking **Lesson 8:** TE 85 **P:** Stamina **S:** Vocabulary Knowledge **Lesson 9:** TE 95 **P:** Stamina **S:** Comprehension	**Lesson 1:** Establish a Situation **Lesson 2:** Introduce a Narrator and Characters **Lesson 3:** Use Dialogue **Lesson 4:** Use Concrete Words and Phrases **Lesson 5:** Use Research in Narratives **Lesson 6:** Use Descriptive Details **Lesson 7:** Develop an Event Sequence **Lesson 8:** Use Sensory Details **Lesson 9:** Use Dialogue	**Lesson 1:** Write the Beginning of a Story **Lesson 2:** Write About Characters Facing a Challenge **Lesson 3:** Write a Scene of Dialogue **Lesson 4:** Write an Opening Paragraph **Lesson 5:** Introduce a Character Who Describes the Setting **Lesson 6:** Write a Scene About Two Characters **Lesson 7:** Write a Personal Narrative in Sequence **Lesson 8:** Write a Draft of a Narrative About Two Characters **Lesson 9:** Write a Sequel Using DIalogue

	FOUNDATIONAL SKILLS FOCUS			
	Lessons 1-5: *Related Words* **Lessons 6-9:** *Suffix -ion*			
Lessons 10-12 *Max Malone Makes a Million* *AR Quiz # 28324* *BL: 3.6 - AR Pts: 1.0*	**Lesson 10:** Describe a character or event in a story, drawing on specific details in the text **(RL.1.3)**. **Lesson 11:** Describe an event in a story, drawing on specific details in the text **(RL.1.3)**. **Lesson 12:** Refer to details and examples in a text when drawing inferences from a text **(RL.1.1)**.	**Lesson 10:** TE 105 **P:** Independence **S:** Comprehension **Lesson 11:** TE 115 **P:** Independence **S:** Comprehension **Lesson 12:** TE 125 **P:** Independence **S:** Critical Thinking	**Lesson 10:** Analyze Sensory Details **Lesson 11:** Draw Evidence from Literary Texts **Lesson 12:** Develop a Plot	**Lesson 10:** Develop and Write a Narrative **Lesson 11:** Write a Conclusion to an Existing Story **Lesson 12:** Write a Narrative About a Problem and Solution
	FOUNDATIONAL SKILLS FOCUS			
	Lesson 10: *Suffix -ion* **Lessons 11-12:** *Words from German*			
Lesson 13 *Lunch Money & Max Malone Makes a Million*	**Lesson 13:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text **(RL.1.3)**	**Lesson 13:** TE 135 **P:** Engagement and Identity **S:** Critical Thinking	**Lesson 13:** Plan and Prewrite	**Lesson 13:** Plan and Prewrite a Narrative
	FOUNDATIONAL SKILLS FOCUS			
	Lesson 13: *Words from German*			
Lessons 14-15 *"Coyote School News"* *AR Quiz # 73094* *BL: 4.5 Pts: 1.0*	**Lesson 14:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text **(RL.1.3)**. **Lesson 15:** Determine the theme of a story from details in a text **(RL.1.2)**.	**Lesson 14:** TE 145 **P:** Engagement and Identity **S:** Critical Thinking **Lesson 15:** TE 155 **P:** Stamina **S:** Vocabulary Knowledge	**Lesson 14:** Use Transitional Words and Phrases **Lesson 15:** Write a Conclusion	**Lesson 14:** Write a Draft of a Narrative **Lesson 15:** Write a Conclusion to a Narrative
	FOUNDATIONAL SKILLS FOCUS			
	Lessons 14-15: *Words from German*			
Lesson 16 *Lunch Money*	**Lesson 16:** Describe in depth a character, setting, or event in a story, drawing on specific details in the text (a character's thoughts, words, or actions) **(RL.1.3)**.	**Lesson 16:** TE 165 **P:** Stamina **S:** Comprehension	**Lesson 16:** Revise	**Lesson 16:** Revise the Draft of a Narrative

& "Coyote School News"	**FOUNDATIONAL SKILLS FOCUS** **Lesson 16:** Homographs			
Lessons 17-18 *Lunch Money, Max Malone Makes a Million, & "Coyote School News"*	**Lesson 17:** Compare and Contrast characters and their actions, drawing on specific details in the texts **(RL.1.3)**. **Lesson 18:** Compare and contrast characters and events, drawing on specific details in the texts **(RL.1.3)**. **FOUNDATIONAL SKILLS FOCUS** **Lessons 17-18:** Homographs	**Lesson 17:** TE 175 **P:** Stamina **S:** Critical Thinking **Lesson 18:** TE 185 **P:** Stamina **S:** Comprehension	**Lesson 17:** Edit and Proofread **Lesson 18:** Publish and Present	**Lesson 17:** Edit and Proofread a Narrative **Lesson 18:** Publish and Present a Narrative

Benchmark Vocabulary	**RI.2.4 & RL.2.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology. ***Refer to teacher edition for lesson vocabulary.***
	
	 L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
	    a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
	    b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
	    c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
	
	 L.3.6: Acquire and use accurately grade appropriate words and phrases, including those that signal precise actions, emotions, or states of being.			

Required Assessments	ReadyGEN Unit 4 Module A Assessment **PERFORMANCE-BASED ASSESSMENT** **Task:** (TE pg. 196) Students will write a short story about a character who solves a problem or overcomes a challenge with an innovative solution **(4.W.1.3)**. ****NOTE**: FLDOE does not offer a scoring rubric for narrative based writing. ***FLDOE Rubric (Informative/Explanatory)***: http://fsassessments.org/wp-content/uploads/2014/07/InformationalRubric4-5_Final1.pdf ***FLDOE Rubric (Opinion)***: http://fsassessments.org/wp-content/uploads/2014/07/OpinionlRubric4-5_Final1.pdf			

4th Grade ELA
Unit 4 Creating Innovative Solutions
Module B (Approximately 25 days)

Enduring Understandings:
- **Readers:** Understand that both literary and informational texts can be analyzed for ideas and information (RL.1.1 & RI.1.1).
- **Writers:** Understand that writing uses reasons and evidence to support ideas and information (4.W.1.1).
- **Learners:** Understand that innovation is important for sustained economic growth.

LESSON TEXT	READING INSTRUCTIONAL FOCUS	INDEPENDENT READING FOCUS	WRITING LAFS 4.W.1.1	
			Writing Instruction Focus	**INDEPENDENT WRITING**
Lesson 1-8 *Using Money* *AR Quiz # 144534* *BL: 5.9* *Pts: 1.0*	**Lesson 1:** Explain how an author uses reasons and evidence to support particular points in a text **(RI.3.8).** Determine the main idea of a text and explain how it is supported by key details **(RI.1.2).** **Lessons 2, 3, and 4: (RI.3.8 & RI.1.2)** **Lesson 5:** Refer to details and examples in the text when explaining what the text says explicitly and when drawing inferences from the text **(RI.1.1).** **Lessons 6 and 7: (RI.3.8 & RI.1.2)** **Lesson 8:** Determine the main ideas of a text and explain how it is supported by key details; summarize a text **(RI.1.2).** **FOUNDATIONAL SKILLS FOCUS** **Lessons 1-5:** Latin Roots: gener, port **Lessons 6-8:** Words from French	**Lesson 1:** TE 215 **P:** Independence **S:** Critical Thinking **Lesson 2:** TE 225 **P:** Independence **S:** Comprehension **Lesson 3:** TE 235 **P:** Independence **S:** Vocabulary Knowledge **Lesson 4:** TE 245 **P:** Engagement and Identity **S:** Critical Thinking **Lesson 5:** TE 255 **P:** Engagement and Identity **S:** Vocabulary Knowledge **Lesson 6:** TE 265 **P:** Stamina **S:** Comprehension **Lesson 7:** TE 275 **P:** Stamina **S:** Comprehension **Lesson 8:** TE 285 **P:** Stamina **S:** Comprehension	**Lesson 1:** Identify Purpose **Lesson 2:** Link Opinions to Reasons **Lesson 3:** State and Support an Opinion **Lesson 4:** Establish a Purpose **Lesson 5:** Support Reasons with Facts and Details **Lesson 6:** Create Organizational Structure **Lesson 7:** Research and Draw Evidence **Lesson 8:** Provide a Concluding Statement	**Lesson 1:** Write in Response to a Question **Lesson 2:** Write an Opinion and Support it with Details **Lesson 3:** State and Support an Opinion Clearly **Lesson 4:** Create a Brochure with a Stated and Supported Opinion **Lesson 5:** Write an Opinion Paragraph Supporting a Point of View **Lesson 6:** Write a Short Opinion Essay **Lesson 7:** Research and Write About a Topic **Lesson 8:** Conclude an Opinion Paragraph with a Strong Statement
Lessons 9-13 *The Tale of Two Poggles*	**Lesson 9:** Describe in depth a character in the story **(RL.1.3).** Refer to details and examples when explaining what the text says explicitly and when drawing inferences	**Lesson 9:** TE 295 **P:** Stamina **S:** Critical Thinking **Lesson 10:** TE 305 **P:** Independence	**Lesson 9:** Link Opinions and Reasons **Lesson 10:** Organize Information **Lesson 11:** Conduct	**Lesson 9:** State and Provide Reasons for an Opinion **Lesson 10:** Select Strong Supporting Reasons

AR: N/A	**(RL.1.1).** **Lesson 10:** Demonstrate Understanding of figurative language and nuances in word meanings **(4.L.3.5).** **Lesson 11:** Determine a theme of a story from details in the text **(RL.1.2).** **Lesson 12:** Determine the significance of words and phrases used in dialogue **(4.L.3.5).** **Lesson 13:** Refer to details and examples when explaining what the text says explicitly and when drawing inferences **(RL.1.1).** Determine or clarify the meaning of words and phrases, choosing flexibly from a range of strategies **(4.L.3.4).**	**S:** Vocabulary Knowledge **Lesson 11:** TE 315 **P:** Independence **S:** Comprehension **Lesson 12:** TE 325 **P:** Independence **S:** Vocabulary Knowledge **Lesson 13:** TE 335 **P:** Engagement and Identity **S:** Critical Thinking	Research to Support Reasons **Lesson 12:** Draw Evidence **Lesson 13:** Write a Conclusion	**Lesson 11:** Research Facts and Information to Support an Opinion **Lesson 12:** Draft an Opinion Paragraph **Lesson 13:** Write a Conclusion to Sum Up an Opinion
	FOUNDATIONAL SKILLS FOCUS			
	Lessons 9-10: Words from French **Lessons 11-13:** Related Words			
Lessons 14-15 *The Boy Who Invented TV* *AR Quiz # 131877* *BL: 5.5* *Pts: 0.5*	**Lesson 14:** Refer to details and examples when explaining what a text says and implies **(RI.1.1).** Determine the main idea of a text and explain how it is supported by key details; Summarize the text **(RI.1.2).** **Lesson 15:** **(RI.1.1 & RI.1.2)** Explain ideas in a historical text based on specific information in the text **(RI.1.3).** Refer to the structural elements of poems (verses) when writing about a text **(RL.2.5).**	**Lesson 14:** TE 345 **P:** Engagement and Identity **S:** Critical Thinking **Lesson 15:** TE 355 **P:** Engagement and Identity **S:** Vocabulary Knowledge	**Lesson 14:** Draw Evidence **Lesson 15:** Plan and Prewrite an Opinion	**Lesson 14:** Draft an Opinion Paragraph **Lesson 15:** Plan and Prewrite a Response to a Prompt
	FOUNDATIONAL SKILLS FOCUS			
	Lessons 14-15: Related Words			
Lesson 16 *Using Money & The Boy Who Invented*	**Lesson16:** Integrate information from two texts on the same topic **(RI.3.9).** Refer to key ideas and details when explaining what a	**Lesson 16:** TE 365 **P:** Stamina **S:** Comprehension	**Lesson 16:** Draft Opinion Writing	**Lesson 16:** Use Details from Texts to Support an Opinion

TV	text says explicitly **(RI.1.1).**			
	FOUNDATIONAL SKILLS FOCUS			
	Lessons 16: Greek Roots			
Lesson 17 *"Robo Cleaner"* *AR: N/A*	**Lesson 17:** Determine a theme of a drama **(RL.1.2).** Describe a character and setting in a drama drawing on specific details in the text **(RL.1.3).** Refer to structural elements of a drama such as the cast of characters, settings, dialogue, and stage directions when speaking about a text **(RL.2.5).**	**Lesson 17:** TE 375 **P:** Stamina **S:** Comprehension	**Lesson 17:** Revise, Edit, and Proofread	**Lesson 17:** Revise and Strengthen an Opinion Essay
	FOUNDATIONAL SKILLS FOCUS			
	Lesson 17: Greek and Latin Suffixes			
Lesson 18 *Using Money, A Tale of Two Poggles & The Boy Who Invented TV*	**Lesson 18:** Compare the treatment of similar topics in multiple texts and integrate information to write or speak about the subject knowledgeably **(RL.3.9 & RI.3.9).**	**Lesson 18:** TE 385 **P:** Stamina **S:** Comprehension	**Lesson 18:** Publish and Present	**Lesson 18:** Publish and Present an Opinion Essay
	FOUNDATIONAL SKILLS FOCUS			
	Lesson 18: Greek Roots/ Greek & Latin Suffixes			

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	    c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.			

Required Assessments	ReadyGEN Unit 4 Module B Assessment			
	PERFORMANCE-BASED ASSESSMENT **Task:** (TE pg. 392) Students will choose one innovation that they feel has had the greatest impact on people's daily lives. Students will state and support their opinion **(W.1.1)**. *FLDOE Rubric (Opinion)*: http://fsassessments.org/wp-content/uploads/2014/07/OpinionlRubric4-5_Final1.pdf			